Adult Education Full Consortium June 17, 2009 USOE

Attending:

Linda Oda, Sandra Grant, Shauna South, Wayne Mifflin, Jeff Galli, Andrea Hales, Norman Nakamura, James Anderson, Kathleen Johnson, Herb Clark, Sue Myers, Mark Dockins, Marty Kelly, Kellie Tyrrell

Welcome and Introductions

Announcements

Mark Dockins will be taking Donica Bigelow's place on the Consortium. Andrea McKea will be the new Adult Ed coordinator for Uintah.

Nate Sutherland has left UEN and has taken a position at SLCC.

Discussion

Mission and Goals

The consortium discussed the adult education mission and goals. Is adult education meeting the needs within programs and within the community or do we need to change?

A copy of the current mission statement with an addition was distributed for review.

Adult education empowers individuals to become self-sufficient, with skills necessary for future employment and personal successes.

We assist adults who are at less than a post-secondary level to become literate and obtain the knowledge and skills necessary to employment and self-sufficiency while completing a secondary education.

The addition was prompted by the adult education legislative audit.

The Consortium discussed and reworked the mission statement. The new adult education mission statement is:

Adult education programs empower adults who are at less than a postsecondary level or who have limited English proficiency to become literate. Programs assist adults in acquiring skills and knowledge that lead to further education, future employment, and personal success.

It was noted that in the last 10 years there has been a shift from ABE students to ESOL students. ESOL students are not seeking post-secondary education rather they are seeking English language instruction.

Looking forward

What is the future for adult education? Shauna has brought up data. Adult education is just beginning to generate good data. Program report cards have been created with the 2007-08 data. This document will be put on the web after the 2008-09 data has been added.

Advocacy

Adult education as a state must become proactive in advocating for its programs. Suggestions have been made to Marty that programs contact their local Boards of Education and State Board of Education member to inform them about adult education within their community, seek their support of adult education, and to advocate for adult education within the community. The more knowledge the local Boards of Education and the State Board of Education have about adult education helps advocate the necessity of adult education.

It was suggested that programs need to tell the adult education "story;" how it works within the community.

A brief year-end report sharing outcomes, success and photos can build awareness for adult education in the community. This could be part of the future mission with the adult education directors. Program Goals

- Build programs to obtain good solid data.
- Meet the needs of the client—classes held evenings, Saturday, etc.
- Identify needs of programs to be able to meet the needs of clients.
- Build relationships with the K-12 system to capture the 16-19-year-old out-of-school youth.
- Reduce K-12 drop-out rate by increasing the number GED diplomas and Carnegie unit diplomas.
- Create partnerships with K-12 high schools to offer GED prep tracks within their schools.
- Celebrate successes of the students.
- Invite local people (politicians) to speak at commencements
- Give awards to people that have made an impact to the local program—i.e., volunteering, donations, etc.

It was acknowledge that Individual program goals already include:

- Advocacy
- Diplomas
- Outcomes
- Reducing drop-outs

The question was asked, "What should be the goals to increase intensity and duration, marketing, access of services on a local level?"

It was acknowledged that access of services by clients outside of the traditional business week, Monday-Friday 8:00 a.m.-5:00 p.m., is a problem for higher education, DWS, and adult education. There is a need for qualified instructors willing to teach a non-traditional schedule (evenings, Saturdays, etc.) and a need for more sessions per week. It is hard to keep students motivated and attending when the class sessions are so far apart taking longer to complete.

There is a need for qualified tutors.

A statewide goal for adult education is to alter the perception of "being there for the program for the funding" to "being there for the person."

Funding

Adult education enrollment is up statewide with the largest increase is in the age group 25-44. This is our workforce. The message to our programs is that there is a need to retool our programs and keep them viable. This group is the group that is going to work the longest. We need to support our clients in gaining the academic skills they need. We have to have money in education to support the workforce.

- Goal—develop talking points to give to the directors at the Fall Directors' Meeting so there is a
 greater impact across the state.
 - Marty has the national talking points that can be distributed at the Fall Directors' Meeting for review.
- Be proactive—start talking now—don't wait until the funding has already been taken away.
- Message to legislature—our students funding to adult education cannot be decreased as our mission and role within the community is to improve their skills to be marketable/employable within the community/state.

Other Issues

The push from the federal level is to provide a seamless transition from adult education to training, post-secondary education, or employment with on-the-job training.

The question was brought up as to how to get a voice/active seat for adult education on the DWS and youth councils. Kathleen advised us that it would take a law change. It was determined that this may be worthwhile to pursue. It was suggested to get to know the voting members of the councils and cultivate a connection.

Programs need to "go to people"—decentralize programs, provide more places for people to access adult education services. Programs have started to decentralize. The state office will continue to encourage the efforts.

GED Testing

- Distributed a sample copy of the Adult Education Program and or GED Testing Application for 16-18 Year-Old Non-Graduates form.
- Form is mandatory for out-of-school youth aged 16-18.
- Form replaces the two letters previously required for 17-18 year olds.
- 17-18 year olds must complete sections 1 and 2.
- 16 year olds must complete all 3 sections.
- 16 year old must go to an adult education program to assess their academic readiness to take the GED.
- Forms will be available through counselors in the high school and the district student services office.

Upcoming meetings

Aug. 11, 2009—New Adult Education Directors

USOE room 241—9 am – 4 pm

Aug. 13, 2009—Adult Education Consortium-Directors' Only

USOE room 222 (aka-the blue room)—9 am- 3 pm

Sept. 23, 2009—Adult Education Directors' Meeting

Grant Bldg, Springville—9 am – 3 pm